

Welcome High Ability Teachers!



It's great to see you!



Please take a moment to settle in. We'll begin shortly.

Today's **OUTCOMES**...

- Together, we will...
 - Reconnect with one another and with the journey we are on together...
 - Reconnect with our shared purpose of holding up as needing special support our **highest ability students**...

- Together, we will come to a shared understanding of...
 - Some **business** - the long-range plan for our **HA program** & the expectations for THIS year
 - The **Cognitive Abilities Test (CogAT)**
 - The **STUDENTS** that are in our classrooms: their CogAT scores and areas of giftedness
 - **Issues in identifying our HA students - Differences** between HA & bright & ADHD students
 - Our **NEXT STEPS** as a journeying group...



What will the **Working Agreements** for our work together be?

- ◆ Listen fully and reflectively.
- ◆ Practice forming new habits of mind.
- ◆ Hold experiences and revelations of others with care.
- ◆ Challenge the limits of your potential.
- ◆ Monitor your personal technology.
- ◆ Be responsible for your impact on the room.
- ◆ Have **FUN!**



The HA Program as **YOU** come on board...

➤ So this is where we're at...

- **2013-14**: District-wide **screening** for high abilities (K, 2, 4)...
- District-wide **identification** of **students** & of the **teachers** who would teach them...
- **2014-15**: HA 1st, 3rd, & 5th grade teachers came together in the summer & throughout the year to begin **learning together** & growing their practice...
- **2015-16**: Now, this initial group of kiddos is reaching **YOU** (2nd, 4th, & 6th grade teachers) and *NEW* high ability identified students are entering 1st, 3rd, & 5th grade...
- **2015-16**: We also this year are beginning to track the high school progress of the 8th grade students we identified last winter.



High Ability Program **PLAN** – *Where are we?*

➤ Pillars of **Indiana's High Ability Program Standards**

3. **Curriculum & Instruction Plan**

- District has a **plan** for the development of differentiated curriculum & instruction to meet the needs of high ability learners
 - **Written**, articulated; **Goals**, content, and resources to challenge students; **Development** of critical, creative, problem-solving, and research skills
 - Teachers **differentiate, supplement, or modify** their curriculum to meet accelerated and enriched learning needs
 - This curriculum work should be done at the **district** (not simply school) **level**

High Ability Program **PLAN** – *Where are we?*

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4. **Systematic Program Assessment** (*internal yearly, external 3-5 years*)

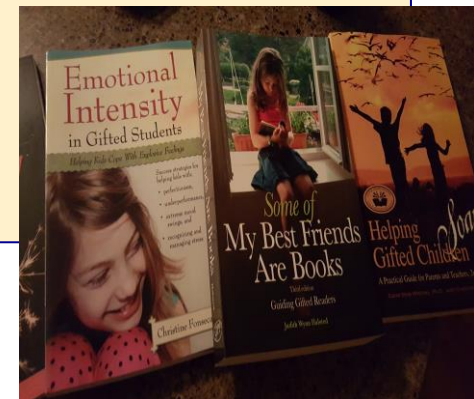
- ***How are our students doing? Is our program meeting its stated goals and objectives? How might things be improved?***
- ISTEP+ performance, mClass, student enrollment in honors, AP, and dual credit courses (along with their achievement in these courses)... **moving toward inclusion of nontraditional measures (questionnaires, checklists, surveys, performance measures)...** moving toward survey of multiple stakeholders
- Creation of **a broad-based planning committee** (made up of a variety of stakeholders)
- **Written report** presented in a public forum with responsive planning and troubleshooting

High Ability Program **PLAN** – *Where are we?*

➤ Pillars of **Indiana's High Ability Program Standards**

5. **Counseling & Guidance Plan**

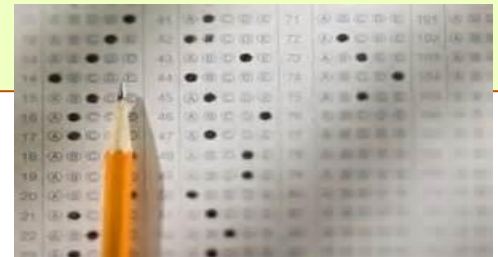
- Teachers, **administrators, parents, counselors** (etc.) are provided with information on the characteristics of high ability learners and their socio-emotional needs
- **Classroom & guidance efforts are differentiated to meet the socio-emotional needs of high ability learners**
- Teachers utilize classroom techniques to support the affective needs of their high ability students
- College and career guidance is offered
- **At-risk high ability students are monitored**



Getting to know YOUR High Ability Students (and CogAT)...

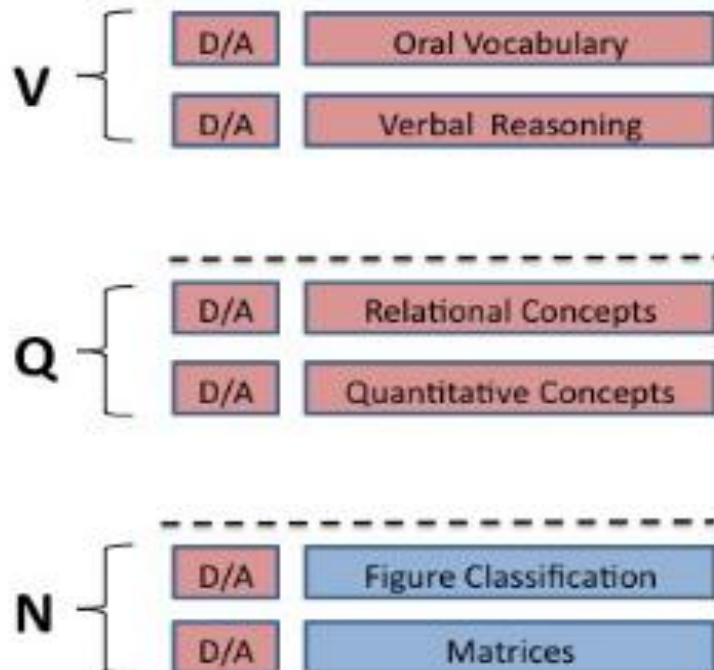
➤ **Cognitive Abilities Test** (CogAT)

- NOT an achievement test
- Assesses the *learned* level & pattern of **verbal, quantitative, and nonverbal (spatial) reasoning abilities** of students K-12
 - **Verbal:** picture analogies, picture classification, sentence completion
 - **Quantitative:** number analogies, number puzzles, number series
 - **Nonverbal:** figure matrices, paper folding, figure classification
- **Levels 9 – 17/18** (grades 3-12)
 - Transition from picture-based items and teacher-pacing to text & numeric based and self-paced & timed



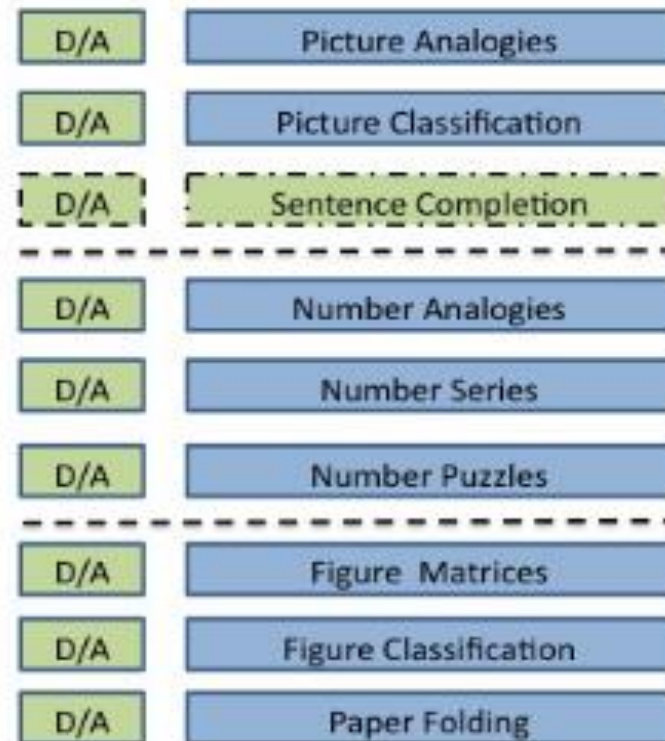
Reliable for use with EL Learners...

CogAT6



■ = Oral English
■ = Nonverbal

CogAT7



■ = Oral English or Spanish
■ = Nonverbal

Verbal Items...

13. The first of these 3 words are alike in some way:
alarm | horror | revulsion

Choose one word from the answer selections of five that goes with the first 3 words in the same way.

- peace
- cheer
- repose
- aversion
- composure

3rd and 4th Grades

VERBAL BATTERY	Picture/Verbal Analogies		TV → watch : newspaper → J deliver K comics L read M magazine N listen
	Sentence Completion	"Which one swims in the ocean?" 	The fastest runner _____ the race. A loses B wins C watches D starts E makes
	Picture/Verbal Classification		apple orange pear A fruit B carrot C pea D lemon E onion

Quantitative Items...

14. For this mathematical equation, choose the answer that should replace the X symbol:

$$(4 + 7) + 10 = (10 + X) + 4$$

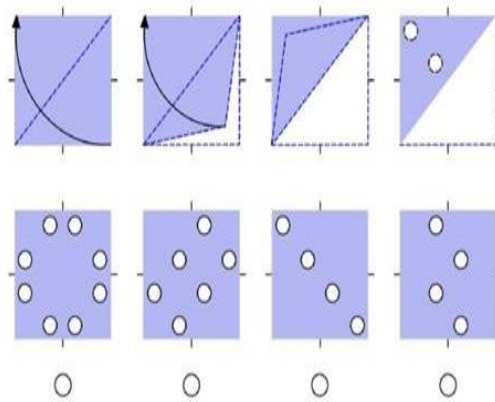
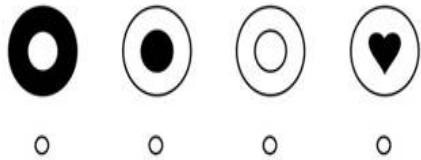
- 0
- 2
- 3
- 5
- 7

3rd and 4th Grades

QUANTITATIVE BATTERY	Number Analogies	 	<p>[1 → 2] [3 → 4] [5 → ?]</p> <p>A 2 B 4 C 6 D 8 E 12</p>
	Number Puzzles	 	<p>? = 2 + 3</p> <p>A 2 B 3 C 4 D 5 E 6</p>
	Number Series	 	<p>1 2 4 5 7 8 →</p> <p>A 7 B 8 C 9 D 10 E 11</p>

Nonverbal Items...

KINDERGARTEN



1st and 2nd Grade

NONVERBAL BATTERY

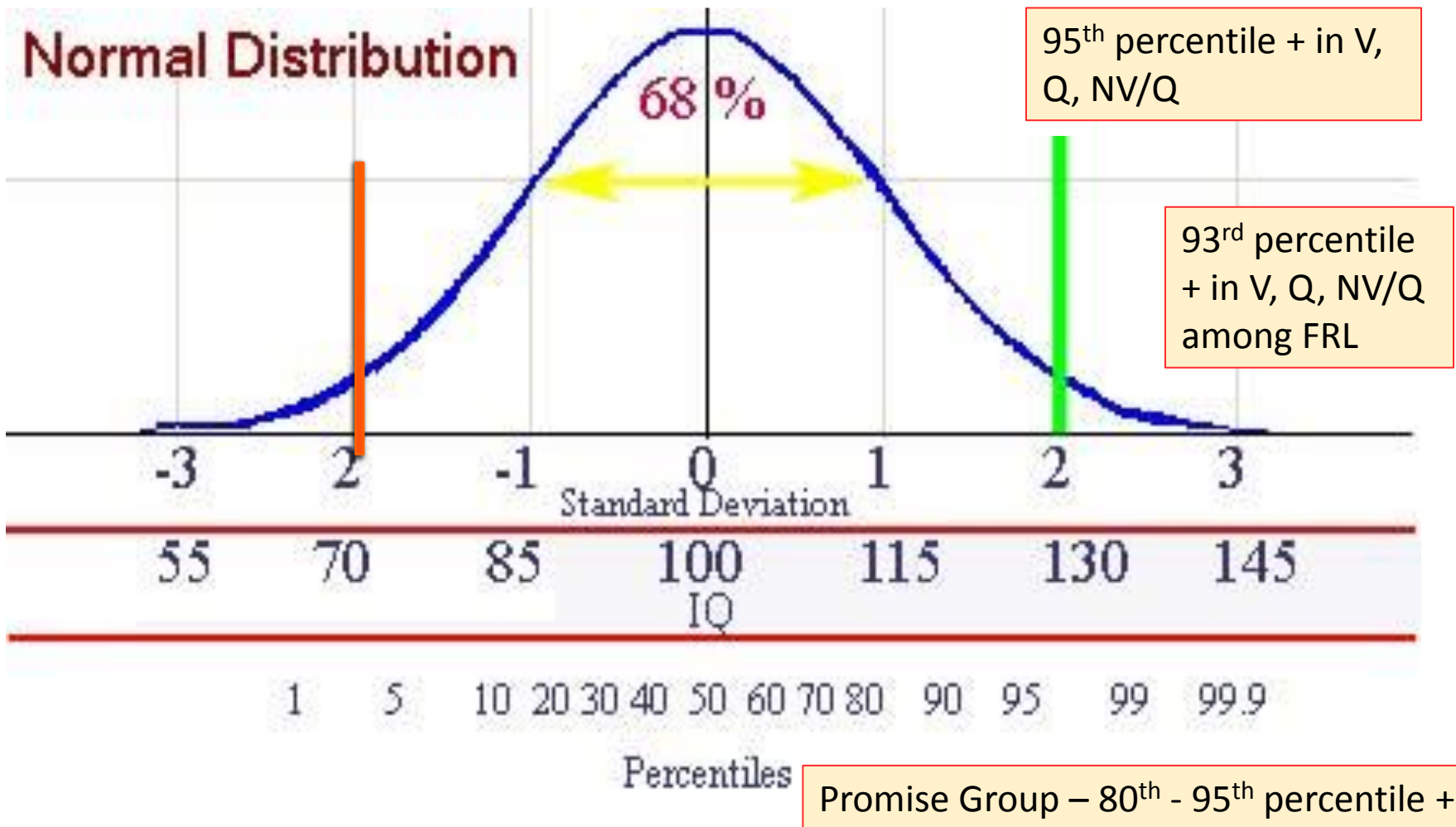
Figure Matrices		
Paper Folding		
Figure Classification		

USING the CogAT Data...

- How do I make principled **adaptations of my instruction** to meet my learners' needs? (**Part 3** of the *Short Guide*)
- How can I build on my **student' strengths**? (**Part 4** of the *Short Guide*)
- How can I shore up **students' weaknesses**? (**Part 5** of the *Short Guide*)
- How do I help students of **mixed ability**? (**Part 6** of the *Short Guide*)

We'll talk more about these adaptations throughout the year.

Who are our High Ability Identified Students?



Reflecting on our HA Students...

- Consider your list of students & their CogAT scores.
 - Are there any surprise **inclusions**?
 - Are there any surprise **exclusions**?
- Choose 2 students (by name)
 - What do you know about these students at this point in the year?
 - What **SUCCESSES** you have experienced so far these high ability students (either in applying some of what Dr. Mann talked about in the training this summer... or in general). *What have you tried?*
- Table group **QUICK SHARE** & Whole Group **HANDS...**



Another thing we know...

- We are not very proficient at identifying our high ability students and distinguishing them from others such as the bright and the ADHD child.
- Let's test this...



HA QUIZ – *Bright or Gifted?*...

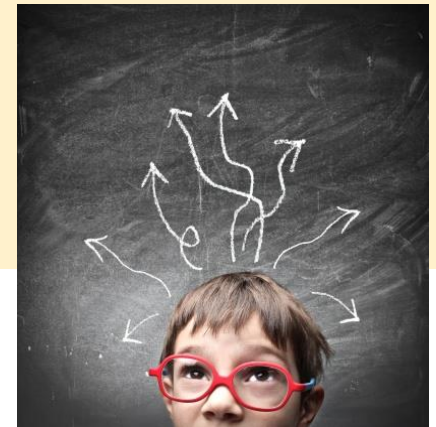
➔ Decide on **BRIGHT** or **GIFTED** as you hear the descriptors...

1. Knows the answers...
2. Enjoys school...
3. Initiates projects...
4. Is pleased with own learning...
5. Enjoys peers...
6. Is receptive...
7. Discusses in detail, elaborates...
8. Has great ideas...
9. Learns with ease...
10. In the top group...



HA or ADHD???

- We also have difficulty distinguishing HA students from those who deal with ADHD.
- Let's see how we do!
 11. Poor attention often due to daydreaming...
 12. Failure to complete independent activities...
 13. Problems adhering to rules for regulating behavior...
 14. Messy, disorganized environment...
 15. Trouble following the rules...



Let's hear from a HA parent...

➤ TED x Talk...

➤ www.youtube.com/watch?v=W4Gj2UC8gYI



Moving forward – Extended Learning Opportunities ...

- **Join the High Ability Group** (on Learning Connection)
- **Conference Possibility** – Indiana Association for the Gifted (December)
- **Extended Learning – Student Knowledge** – Continue getting to know your high ability students. Continue surveying them and assessing (informally or formally) their interests and learning styles. Continue differentiating your instruction to add challenge and interest.
- **Extended Learning Opportunity** – Before our next meeting on **November 9th**...
 - Let's read
 - *CogAT: A Short Guide for Teachers, Part 2, Common Myths about Adapting Instruction*
 - *Tomlinson, chapters 1, 2, 3*
 - Prepare for our discussion by marking the texts in a way useful to you (! = important, C = I have a connection to this, ? = I have a question about this)
 - Continue differentiating your instruction as fits your growing insights...

EXIT Card...

- Reflect for a minute on this afternoon...
- **On an INDEX CARD –**
 - **Front:** Personal synthesis - Write 3 take aways for your practice
 - **Back:** Feedback - What are your pressing differentiation concerns? What would you like for me to know?



Thank you for your presence here and for the work you do everyday! See you in November!! 😊